

IMPORTANT PROBLEMS OF DEVELOPMENT OF PEDAGOGICAL EMPATHY IN YOUTH

Farida Zoirova Tashanova
Chirchik State Pedagogical University
Teacher of the Department of Psychology

Abstract:

The article is devoted to the problem of empathy of modern teenagers. Primary diagnostics of the level of empathy in the subjects showed that there is a part of adolescents in whom the ability to empathize is weakly expressed. Adolescents may have difficulty interacting with other people, in building close relationships. Experimental and control groups were formed, which included students with a low level of empathy in terms of the general indicator. The formation of empathy in younger adolescents was carried out in the course of the implementation of a specially designed program of developing activities. The results of statistical data processing procedures before and after the training program showed that there is a significant positive dynamics of empathy indicators in adolescents. It is shown that a specially designed program of classes aimed at the formation of empathy components helps to overcome the difficulties of adolescents in reflecting and understanding feelings, establishing trusting relationships in communication with peers.

Keywords: empathy, development of empathy of adolescents, conditions for the formation of empathy.

TALABALARDA PEDAGOGIK EMPATIYANI RIVOJLANTIRISHNING DOLZARB MUAMMOLARI

Farida Zoirova Tashanova
Chirchiq davlat pedagogika universiteti
Psixologiya kafedrası o'qituvchisi

Introduction

The development of digital technologies brings significant changes to human life. Social interaction is becoming more formalized and focused on the rational component. The number of situations conducive to trusting emotional communication is decreasing. Their lack affects the level of empathy of modern man, which begins to decline

The article examines the problem of the formation and development of a sense of empathy in modern teenagers. The most important issue is the formation of empathy, experience, and interpersonal skills among adolescent children studying in middle school and in the initial years of secondary vocational education institutions. The content of the article indicates the



importance of the process of manifestation of empathy in adolescent children. It is important to note the omission of the process of formation and development of empathy, which entails age-related problems that can manifest themselves in interpersonal interactions with peers and adults.

Empathy takes on particular importance for younger adolescents. At this age, intimate and personal communication becomes the leading activity. Each teenager builds trusting relationships in his own way. One effortlessly conducts a dialogue, emotionally supports his interlocutor, creates a positive and friendly atmosphere in communication, makes new acquaintances and, in general, evokes sympathy among those around him. This is not possible for others, which is difficult for a teenager to experience. The reason for failure may be a low level of emotional responsiveness, the ability to understand the emotional state of the interlocutor, empathy and sympathy. In this regard, the question arises about psychological and pedagogical conditions that can contribute to the development of empathy in younger adolescents.

Presentation of the main material of the article. During the processing of the primary diagnostic data, indicators of symptom severity were determined for each of the six scales of the questionnaire, and the general level of empathy of younger adolescents was clarified in comparison with the normative data presented in the methodology. The distribution of subjects into groups according to the indicator of the general level of empathy showed the following:

Thus, there is a part of adolescents whose ability to empathize is poorly expressed, namely: the ability to understand their own and others' emotions, to experience and understand an emotional response, to adapt to the emotional state of another person and predict its change, to create positive attitudes and a favorable atmosphere is not developed. in communication. Teenagers may have difficulty interacting with other people and building close relationships.

In order to achieve the goal of the study, based on the results of primary diagnostics and data analysis, experimental and control groups (N=12) were formed, which included students with a low level of empathy in terms of the general indicator. Group equivalence was checked using Student's t-test. The Student's t-test indicator (0.275, $p = 0.786$) confirmed the absence of statistically significant differences in the overall level of empathy of adolescents in the control and experimental groups and, thus, the equivalence of the control and experimental groups

Main part

The problem of empathy is acute in modern society. Low and medium levels of empathy among citizens are increasingly noted by researchers in the field of communication psychology. To study this issue, you need to pay attention to adolescence. In this age period, empathy begins to take on higher forms and enters communication and interpersonal interaction most clearly. Therefore, adolescence is the starting point of the highest manifestation of empathic feelings. First of all, by solving the problem of developing empathy, it is possible to mitigate the process of the teenage crisis and the consequences arising from it, such as vagrancy, drug addiction,



alcoholism, leaving home, learning disabilities, problems establishing interpersonal contacts, etc. All this can be avoided if you develop a set of empathy abilities and communication skills. It is worth starting by considering the specifics of the development of empathy in adolescence. The core new formation in the field of socio-psychological characteristics is the transition of the self-concept to a new level of development in the field of self-awareness. I.M. Yusupov notes adolescence as a stage of marginal socialization. The teenager is in a borderline position between different groups, both social and age. This uncertainty creates quite a lot of difficulties in self-determination, which is definitely a crisis situation. After this stage, the teenager may experience anxiety, tension, communication problems, aggressiveness towards peers, and problems interacting with parents and teachers. Therefore, it is worth paying due attention to empathy and its formation in adolescents, primarily in the pedagogical process. In adolescence, the basis is to establish contacts with peers and enter into friendships. This feature characterizes the intimate-personal nature of communication as a leading activity in the stage of adolescence. Just as the basis for friendly relations, such a component as empathy plays an important role. Allows you to navigate interpersonal interaction and communication among adolescents in general.

The development of empathic abilities is a fairly important process, because at this age stage a teenager's personality changes in the moral picture of the world, worldview, and outlook on life prospects. There is a rearrangement of views in the self-concept, a restructuring of the image of the ideal self, a reevaluation of the real self and the construction of a perspective self. Personal transformations do not take place in a planned manner, but rather, on the contrary, are quite unstable. Changes are accompanied by a constant search for "I," which is accompanied by instability in the characteristics of the teenager and his behavior. For example, a constant search for friends, a huge circle of acquaintances and a constant search for interests, a sharp change in activity and general inconstancy. There is a change in characteristic traits, for example, stubbornness can be replaced by compliance, activity can be replaced by passivity, pronounced selfish behavior can be replaced by altruism and the manifestation of empathic feelings [16, p. 112].

The development of empathic abilities is, first of all, determined by social conditions and their influences, as well as by the system of pedagogical influences. These judgments were substantiated by such scientists as Pascal, Roche, Hogen and others.

In ontogenesis, empathy develops systematically from primitive forms to higher ones [13, p. 90]. In the process of mastering motor activity at primary school age and gradually mastering and developing speech, the emotional sphere and ability of empathy manifests itself in children in a rather more independent form, i.e. not from a direct reaction from an adult, from whom the emotional channel is directed to the child.

Feelings of responsiveness, altruism, and attention to the emotional state of the adult arise. Thus, there is an assumption that the formation of primary stable forms of motivation and, at the same time, its focus on a person, the desire to benefit, is an implicit form of empathy in a child [8, p. 275].



Upon reaching adolescence, the child begins to form beliefs, which, in turn, contribute to the collectivist orientation of the individual. It is characteristic that the emergence of empathy encourages a teenager to help other people.

Many experts in the field of psychology note the inconsistency and rather instability of a teenager's sense of empathy. However, it is worth noting that adolescence is characterized by greater sensitivity to the development of empathy. This is what I. S. Kon, L. P. Strelkova and others note. The manifestation of empathy is also complicated by the fact that a child's relationship with the world occurs through the category of the possible rather than the actual [4, p. 261].

During adolescence, there is a complex complication of the inner world, the discovery of new ways of relationships, and the view of the sociocultural sphere becomes more versatile and multifaceted. The imagination is activated, the penetration into the personality of spiritual and value elements of the sociocultural sphere. This stage is reflected in the dynamics of the development of empathy, which depends on numerous factors influencing the formation of personality as a whole. The main role is played by the sociocultural environment with which the teenager interacts and in which he is directly located.

According to the structural-dynamic model of empathy by N.N. Obozova, the development of this phenomenon is considered as a process of integration of behavioral, emotional and cognitive components of a person's personality. Based on this model of empathy development, the most rational and effective option is film training. This type of training is presented as an element of art therapy, which is included in a complex of consulting-therapeutic and psychological-analytical techniques that affect the personal, intellectual, socio-psychological, emotional, cognitive, need-motivational attitudes of a teenager.

Analysis

The culture of empathy is formed in activity and communication, includes knowledge directly about the culture of empathy itself, the qualities of empathy such as: understanding, empathic listening, empathy, empathic observation, etc. To these two components it is worth adding the skills and abilities of empathy, which are manifested in interaction, assistance and cooperation with another person. The culture of empathy occupies a fairly important place in the structure of a teenager's personality, since it allows interpersonal relationships to be the most balanced and contributes to the greatest social conditioning of the child's behavior. The teenager is surrounded by interpersonal interactions, contacts with each other in the team (school, club, family, etc.). After which there is a need not only for a conceptual understanding of another person, but also for sensory penetration into the inner world of another person. The ability to listen, formulate and express one's thoughts, describe one's feelings and verbalize them, understand and feel the emotional state of one's communication partner, understand one's motives and interact based on them allows a teenager to establish fairly friendly, constructive relationships with one's close circle, family, and peers. etc. Not only psychologists, but also teachers and parents should promote the development of a culture of empathy. It is necessary



to promote the development of the emotional sphere, learning to understand one's emotions and reflexivity. Also, learning the skills and abilities to talk about your feelings and emotions, express them voluntarily and, in general, develop the emotional culture of the individual.

The child begins to get acquainted with emotions and feelings, from the moment of his birth entering into emotional contact with his mother [7, p. 12]. This acquaintance is unconscious and the child does not clearly differentiate emotions. The baby is aware of his emotions only at the level of feelings, and not at the level of consciousness. Acquaintance with emotions and feelings at the verbal level occurs during the educational process, in special classes, in communication where children experience various emotional states, share their experiences, get acquainted with the experiences of their peers, with literature, painting, music. The very conceptual component of emotions is transmitted through interaction with parents. Emotional culture is transmitted from the bearer of culture, from elders to younger ones, from parent to child. This experience is internalized and moves into the internal plane and becomes personally significant for the child himself [3, p. 110]. The significance of organizing these activities lies in the fact that children's range of emotional categories expands, the number of conscious emotions increases, which helps them better understand themselves and others, as well as the emergence of a sense of empathy towards peers and adults.

In many sources, researchers note gaming activity as a fundamental factor in the formation of empathy. It contains a scale of social standards that sets conditions for the child, on the basis of which he bases his behavior in relation to others. This behavior also reflects the emotional attitude towards the participants in the game, which depends on the nature of the simulated situation, the norms that the game regulates and the nature of the expected reaction. The bearers of these social standards are adults, but under certain conditions he can set his own standards. At the same time, his activity in relation to compliance with these generally accepted norms is increasing. The game provides the opportunity, and in some cases, forces the child to experience in-game feelings that are experienced by the characters played by the players themselves. These feelings, such as sympathy, sympathy, respect, etc.

Methods

Business games are already more complex in structure and are quite different from the games that younger preschoolers play. A business game is a form of recreating the substantive and social content of a specialist's future professional activity. They are organized, purposefully regulated, have their own goals and objectives, have their own age requirements, they are created and prescribed by the organizers of this process (teachers, parents, circle leaders, etc.). The players themselves can also act as developers of business games. Thus, it is worth considering business games that correspond to the optimal model and level of quality as one of the methods for developing empathy in adolescents.

The effectiveness of developing empathy and, in general, the potential inherent in business games allows teenagers to:

- penetrate into the inner world of the character and identify yourself with a specific role;



- quite effectively absorb and stimulate the individual's feelings of empathy through interaction with other characters;
- master the skill of empathic listening;
- master empathy as a component of communication, empathize with the success of another member of the game;
- manifesting oneself in a certain role, leading your business group to successfully achieve a goal, analyzing the situation, finding an appropriate strategy and tactics for interaction with other participants in the game.

The subject's empathic abilities are manifested in interaction with other subjects. The process of communication is an indicative moment in empathy. Based on this thought, it is worth concluding that if empathy manifests itself in communication and in the process of interaction, then it is worth developing it precisely in the process of communication and interaction with other people. The most suitable process for formation would be socio-psychological training. The training will provide the opportunity to "safely" develop empathy and help you see mistakes in interaction with other subjects of communication. Mistakes made during the training will be the least dangerous for the social result, so the subject will be able to analyze them with a psychologist and correct them. The training is aimed primarily at personal development with elements of communication. Development of a person's internal qualities, development of the emotional and moral sphere, the sphere of self-awareness, reflection. The training program also includes exercises to recognize your feelings, the feelings of your interlocutor, and awareness of the thoughts of yourself and the person with whom you are interacting.

Research in the field of cinematography (Krakauer Z., Rosenthal A.) allows us to include film training in the practice of art therapy. Elements of film dramaturgy, means of cinematic expressiveness in psychotraining for the development of empathy

Film training forms external manifestations of empathy, ways of expressing one's emotional state to others, and the process of socialization

- congruent empathy (expression of feelings and emotions that correspond to the real state).
- the property of regulating empathic manifestation (the ability to show empathy to the extent that the interaction situation allows)
- the very design of the empathic manifestation (in what forms empathy will be manifested).

Film training develops the basic functional mechanism of empathy. Watching a film is a method of modeling by a subject an empathized object. The empathized object in this case can be characters, situations, emotional experiences, or reality itself. During film training, a person gains experience from a film. The experience of the characters, their experiences, problem solving, situation, etc. First of all, the hero is filled with emotional categories, where the subject himself penetrates into the line of characters, which allows him to acquire his own experience and forms empathic abilities in him. As part of film training, a person exhibits mechanisms atypical for empathy, such as projection, introjection and identification



All these methods of forming empathy are interconnected by the method of influence. A teenager is immersed in a situation, primarily in a familiar or less familiar one, where the situation itself already affects the sphere of emotions and feelings. The teenager sees these situations from the other side due to a specially constructed scenario. These situations develop in them a “perceptive

Through the development of empathy, a teenager develops a sense of compassion, empathy, and empathy. Fiction, cinema, folk art, etc. can be an effective means of shaping this social and moral behavior.

The development of empathy lies not only within the framework of psychological and pedagogical work, but also in extracurricular activities. Communication with peers, the use of training skills in communication with loved ones and friends also reinforces these qualities, which is a very important aspect in the formation of empathy.

Conclusion

An important point in the formation of empathy in adolescents is the feeling of ease in interaction. The principle of spontaneity, calmness. Psychologists call this free feeling. In the process of interaction, you should avoid excessive tension, closedness, and constrained feelings and emotions. This interferes with the process of pure manifestation and closes the channel of emotional expression. A teenager needs to express his feelings freely, to make him understand that his experiences are accepted and understood. Actions are taken into account and discussed freely without criticism. Thus, free expression of feelings, where conscious understanding and support comes forward, help a teenager develop empathy and compassion.

Drawing a conclusion, it can be noted that we examined the main points of development in a child from birth to adolescence. We also looked at the possibilities of effectively developing empathy in adolescence using certain means, such as training, art therapy, and extracurricular interaction with teenagers. These tools help teenagers increase their level of emotional culture, which in turn helps develop empathy abilities.

References:

1. Umurqulov, Z. (2021). Metaphor is an Important Means of Perception of The Universe. *International journal of multidisciplinary research and analysis*, 1418-1421.
2. Jalilovna, X. D. (2023). Interpretation of Society and Religion in Fiction. *Texas Journal of Philology, Culture and History*, 16, 57-60.
3. Abdumajitova, M. I. (2023). Theoretical and legal basis of pre-investigation institute before the investigation. *International Bulletin of Applied Science and Technology*, 3(6), 502-507.
4. Xalilova, D. (2021). Direct modification of the language in translation. *Multicultural Education*, 7(7), 71.
5. Jalilovna, K. D. (2020). The stability of the ideological concept in the work of Dostoevsky. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(53), 301-309.



6. Халилова, Д., & Халилова, Ш. (2019). Концептуальный подход к художественному творчеству Достоевского. Евразийское Научное Объединение, (4-5), 308-310.
7. Jalilovna, K. D. (2019). The concept of literary psychologism in the works of F. Dostoyevsky. European journal of literature and linguistics, (2), 39-42.
8. Abdumajitova, M. (2022). Use of educational technologies in mathematics lessons in primary school. Science and Innovation, 1(8), 722-725.
9. Khalilova, D. J. (2019). Human and society interpretation in literary work. Гуманитарный трактат, (55), 20-23.
10. Holiqova, D. S. (2023). Тенденции развития образования и педагогики. Conference, 1(5), 147-150.
11. Abdumajitova, M. I. (2022). Increasing the efficiency of learning algebra elements on the basis of educational technologies in primary school mathematics. Экономика и социум, (2-2 (93)), 10-12.
12. Имомбердиев, С. С. (2022). Основные направления работы с одарёнными детьми в начальной школе. European Journal of Interdisciplinary Research and Development, 10, 226-229.
13. Xayitmurodova, N. (2020). Pedagogical aspects of planning in physical education in educational institutions. International Journal for Social Studies, 6(1), 164-170.

